Essential Learnings for Poetry Unit

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| Lesson | Language | Reading | Writing |
| **1** | Read a few of the kids poems from Regie Routman’s book. “What do you notice?” “What did this writer do?” | I will begin to identify characteristics of poetry. | I will begin to learn to write free-verse poetry. |
| **2** | Read Things by Eloise Greenfield in Lucy Calkins, page 23. Discuss the rhythm of the poem. | I will begin to develop a sense of the “music” of poetry. | I will learn that poets always reread to make sure their poems sound right. |
| **3** | Read “My Friend” by Max Wolff. (Routman, page 34) Discuss the musicality of the poem. | I will learn that poets use line breaks as a tool to help me read poems fluently. | I can use line breaks as a tool to help readers know how to read my poem. |
| **4** | Read “The Voice” by Shel Silverstein. Discuss “how to read a poem” . | I will learn to mark text so I can read poems fluently and with expression. | I will learn to use lists as a way to start my poem. |
| **5** | Read “Everybody Says” by Dorothy Aldis. Discuss how to read a poem. | I will learn a new strategy for reading poems called “reading to the wall”. | I will learn to use strong ending lines in my poetry. |
| **6** | Read “New School” (pgs. 46-47), “Football” (pgs. 42-43), and “My Parents Are Separated” (pgs. 56-57) (All from Routman) Discuss how we make pictures in our heads to visualize poems. | I will use poets’ words to make visual images so I can better comprehend texts. | I can observe the world like poets do. |
| **7** | Read “Frog” (pgs. 32-33), “Sea Lions” (pg. 71), and “Cat Bath” (pg. 116) (All the Small Poems and Fourteen More by Valerie Worth) Discuss the details used in the poems and how they help create images in our minds. | I will use poets’ exact words to make visual images. | I will use my senses to write a poem. |
| **8** | Read “Aquarium” (pg. 11) and “Tiger” (pg. 145) (Valerie Worth) Discuss using “strong” words in poems to help us visualize. | I will understand that poets choose their words very carefully so readers are able to create visual images. | I will use my senses to write a poem. |
| **9** | Read “Don’t Step on the Sky” by Miriam Chaikin. Discuss the differences of a haiku poem. | I will use visualization to help me understand a haiku. | I can use repetition to make my poem sound like music. |
| **10** | Read some poems/songs from “Songs of Myself” by Georgia Heard. Discuss the artwork. | I will create a poetry poster. | I can use repetition to make my poem sound like music. |
| **11** | Read “Raw Carrots” (pg. 22), “Lions” (pg. 57), and “Barefoot” (pg. 101) (Valerie Worth) Discuss using senses in poems. | I will use all of my senses so I can better understand poems. | I will write about topics that I care a lot about. |
| **12** | Read “Morning Yolks” (pg. 13), “Sunflower” (pg. 12), and “Summer Sun” (pg. 17) (Bellybutton of the Moon) Discuss how the poet makes us “see” things. | I will understand that poets see ordinary objects in surprising ways. | I will write about topics that I care a lot about. |
| **13** | Read “Fireworks” (pg. 63), “Stars” (pg. 123), and “Coat Hangers” (pg. 158) (Valerie Worth) Continue discussion on how poets see the world in interesting ways. | I will continue to explore how poets see ordinary objects in surprising ways. | I can write about strong feelings by using tiny details to create a strong picture. |
| **14** | Read “Strawberries” (pg. 22), “Tortilla” (pg. 16), and “Flowers” (pg. 10) (From Laughing Tomatoes) | I will start to recognize metaphors. | I will select my words carefully when writing poems. |
| **15** | Read “Morning Sun” (pg. 6) (From Laughing Tomatoes) “Covers” (pg. 27) and “the drum” (pg. 24) (From Songs of Myself by Georgia Heard) Remind students how poets use metaphors to help us see the world in new and surprising ways. | I will learn about metaphors to help me better understand poetry. | I can use patterns in my poems to help the reader understand. |
| **16** | Read “Spring” (pg. 11) and “First Rain” (pg. 10) (From Laughing Tomatoes) Make connections of the different tools we use when we read poetry. | I can recognize personification to help me understand poetry better. | I can show feelings in my poems. |
| **17** | Read “Never Give Up” (pgs. 44-45) and “Bubbles” (pgs. 62-63) (Routman) Discuss how sometimes poets shape their poems so they sound like music. | I can identify repetition in poetry. | I can tell the difference between normal language and poetic language. |
| **18** | Read “Grandma” (pgs. 70-71) and “My Cats” (pgs. 58-59) (Routman) Look at the repetition in the poems. | I can identify repetition in poetry. | I will use lines and phrases from previous poems as a start for a new poem. |
| **19** | Read “A Pattern of My Favorites” (pgs. 66-67) and “My Brothers “ (pgs. 66-67) (Routman) | I can recognize patterns in poems. | I can turn a story into a poem. |
| **20** | Have a collection of poems that the students enjoyed reading. | I will begin to prepare to celebrate the hard work I have done as a poet. | I will create a rubric to revise my own poem. |
| **21** | Have an anthology of poems that we can look at and discuss. | I understand that poems are often gathered in collections called anthologies. | I will use a rubric to revise my own poem. |
| **22** | Have an anthology of poems that we can look at and discuss. | I will illustrate and perform different poems. | I will edit my poem. |
| **23** | Have an anthology of poems that we can look at and discuss. | I will create illustrations for the poems we selected for the “class poetry anthology”. | I will plan and prepare for our Poetry Celebration. |
| **24** | Completed poetry anthologies | I will create a rubric for performing poems. | I will plan and prepare for our Poetry Celebration. |
| **25** | Class Poetry Anthology | I understand the value of sharing my learning and writing with an audience. | Poetry Celebration |